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ABSTRACT

This manual is designed to assist in the development of a criminal justice agency training program. The first chapter is a discussion of various learning principles (motivation, practice, reinforcement, and learning transfer) and how they may help the trainer select instructional strategies later in the process. Administration, trainer, and trainee goals and objectives are specified, and suggestions for writing performance objectives are provided in chapter 2. Steps in the design stage of curriculum development (identifying topic areas, sequencing material, selecting instructional techniques, and selecting training aids) are outlined in the third chapter. Chapter 4, which deals with how to write a lesson plan, contains a simple plan and describes such lesson plan components as title, trainee population, time allocation, performance objectives, evaluation measures, classroom requirements, training aids, equipment, and subject matter outlines. A step-by-step approach for costing out a program (with attention to staff, consultant, material, audiovisual aid, facility, travel, subsistence, and advertising costs) is provided in chapter 5. (MN)

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TRAINING PROGRAM DEVELOPMENT FOR CRIMINAL JUSTICE AGENCIES

written by

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INTRODUCTION

The training function in criminal justice agencies should be established to meet legitimate training needs that contribute to the organization's overall goals and should be organized to execute the training process in the most effective, cost-efficient manner.

Training responsibilities include training needs assessment, program development, and evaluation. This monograph, funded by the Law Enforcement Assistance Administration will discuss how to develop a program once a needs assessment is completed. It may be used alone, or as part of the training monograph series. Contact LEAA for information on training needs assessment and program evaluation.

The developmental process is important to ensure that pre-determined learning needs are met. Although program development can be a very complex task, the major steps are the same for all programs:

- specify goals
- write objectives
- identify topic areas
- sequence material
- select instructional techniques
- select training aids
- develop lesson plans
- budget the program

There are five chapters in this monograph designed to assist the trainer in developing a program. The first chapter is a discussion of various learning principles and how they may help the trainer in selecting his/her instructional strategies later in the process. Chapter Two starts the actual developmental process with specifying goals and writing objectives. Goals and objectives create a framework for the trainer to design and implement a training program. Chapter Three discusses the design stage of curriculum development. Steps included in

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this chapter are identifying topic areas, sequencing material, selecting instructional techniques, and selecting training aids. Chapter Four deals with how to write a lesson plan. Common components of a lesson plan are described and a sample is provided. The last chapter, Budgeting, gives a step by step approach for costing out a program.

CHAPTER ONE

PRINCIPLES OF LEARNING

The criminal justice trainer does not have to be an expert in the psychology of learning to be successful. In fact, the many learning theories that exist are often conflicting, and it is difficult, if not impossible, to identify any one theory that explains how a particular group of trainees will learn. Instead, the trainer should focus on some general learning principles that have gained wide acceptance by practitioners. If applied, these principles will assist the trainer in helping trainees learn through appropriate program design and instruction.

First however, it would be beneficial to the trainer to be able to identify the three types of learning that he/she requires of the trainees. This is because different types of learning may require different training techniques. Although there are a variety of names for these learning types, most of the training that takes place in criminal justice will fall into one of the following:

- Cognitive or Knowledge Learning - This requires the trainee to know material and the level of learning is measured by how the knowledge is applied. (Topics might be, "Laws of Arrest," "Inmate Rights" or "Juvenile Code.")

- Psychomotor or Skill Learning - Refers to the stages of learning a particular skill. Typical stages in the learning process include a trainee imitating the skill, repeating the skill, practicing the skill, and performing the skill out of habit. (Skill areas might be, "Firearms," "Driving" or "Defensive Tactics")

- Affective or Attitude Learning - Affective or attitude learning is measured by the way it gets reflected in the trainee's behavior. In criminal justice, the trainer who is concerned about this type of learning is usually trying to cause a change in the trainee's behavior towards another group of people. In this case, the only method of evaluation is by assessing how the learning gets demonstrated in the trainee's behavior. (One topic might be "Human Relations")

Once these learning types are understood, the trainer can use the following major principles of learning as guidelines in developing curriculum

for them. Learning principles fall into four major areas: motivation; practice; reinforcement; and learning transfer.

MOTIVATION

Any learning process is more difficult if the trainee lacks the desire to learn. This is especially true with the adult learner who usually must feel a need to learn in order to succeed in the training setting. Typical among these needs are: (a) achievement or success; (b) anxiety or fear of failure; (c) approval from others -- peer review; (d) the opportunity to explore new areas; and (e) tangible rewards, such as money, promotion, or benefits. Any one or a combination of the above can be used by the trainer to keep the trainee interested in learning. For example, at the beginning of instruction, the instructor can discuss potential rewards for passing the course, i.e. certificates, promotion consideration, job re-assignment, etc. The instructor can also relate how the learning has helped him/her or others on the job by using actual examples. Based on the fact that a trainee will learn more easily if motivated, the trainer should take every opportunity to maintain the trainee's willingness to learn.

PRACTICE

Trainees learn more effectively if they are allowed to repeatedly perform or practice the desired behavior. More simply stated, people learn best by doing. In implementing the "Principle of Practice" the trainer should try to control the trainees first attempts to perform in order to correct any mistakes. Otherwise, the trainee will practice a behavior which may be undesirable i.e. in firearms jerking versus squeezing the trigger is something to be corrected immediately. Another point to keep in mind is that if training is to take place over a period of time, it is best to distribute the practice accordingly. Spaced practice versus concentrated practice assists the trainee in improving his/her performance.

REINFORCEMENT

More effective learning will take place if the trainee's correct responses are immediately reinforced through positive feedback. It is important for the trainer to remember in designing instruction that a trainee will be more responsive to the learning process if it results in a feeling of success or approval. If the trainee fails to perform the required task correctly, the trainer's response should be informative but not punishing. Improvements that result from punishment are usually temporary and may jeopardize the trainee's readiness for future learning. Generally, the response should always be acknowledged and a correct response should be reinforced through immediate and positive feedback.

LEARNING TRANSFER

A major issue in training is the transferability of classroom learning to the work environment. Without this transfer, the training is a waste of resources for the agency. It is the trainer's job to maximize the probability of learning transfer by designing the program appropriately. To be successful, trainees must recognize that the training situation is applicable to the actual job setting. This can be achieved by making the training conditions and requirements for satisfactory performance as similar to those on the job as possible, such as using sections of the jail for teaching area and cell searches. Additionally, practiced behavior in a variety of situations will help the trainee transfer his/her learning to the work situation. Particular emphasis should be on situations likely to reoccur.

In summary, the trainer can help the trainee learn through the use of various learning principles in the design and instruction of a program. These principles are guidelines for the trainer in selecting and developing appropriate techniques for meeting training objectives based on available resources.

CHAPTER TWO

GOALS AND OBJECTIVES

In a companion monograph, determining training needs was discussed as the foundation of any training program, and until a thorough needs analysis has been completed, goals and objectives do not need to be stated. However, once a clearly identifiable need has been identified, then it becomes incumbent upon the trainer to define and state the general goals and objectives of any training program. The trainer's ability to clearly specify these goals and objectives will affect decisions made by administrators, trainers, and trainees throughout the training program.

Administrators. Goals and objectives provide the administrator with the ability to make decisions regarding the cost-benefit of the training program. By looking at the information contained in the needs assessment and the goals stated for the program design to meet these needs, the administrator is able to conduct a cost-benefit analysis for the agency. Additionally, by specifying goals and objectives, there is more data for the administrator to use to support the training program. Training programs done without an adequate statement of goals or objectives, many times lose that administrative support that is so necessary. Another benefit to the administrator is that early communication between management and trainer also provides the opportunity to review training content and should minimize any unmet expectations at the conclusion of the training. Goals and objectives also provide for the establishment of accountability for the training process. Accountability is necessary if training is to be considered a legitimate on-going organizational function.

Trainers. Goals and objectives provide trainers with a method for soliciting support and feedback, and provide a technical framework for the program development.

They give the trainer direction in developing content, determining topic sequence, selecting instructional techniques, and developing training aids. Performance objectives assist in avoiding over-lap of instruction, which often occurs when the method of program development is simply listing general topic areas. Finally, objectives can provide a criteria for assessing trainee achievement and instructional effectiveness. In this sense, they provide a built-in mechanism for developing evaluation measures.

Trainees. Objectives can play a major role in the trainee's approach to training. When a trainee is given course goals and objectives, he/she has an opportunity to prepare for training knowing what will be expected upon completion. During the training, objectives contribute to the learning process by providing direction for study and a means of self-evaluation.

Determining the goals and objectives of a training program begins with a specification of the goals, and is completed with the writing of performance objectives. Each of these topics are discussed in the remainder of this chapter. At the conclusion of this chapter, are some goal and objective worksheets that may be used in developing goals and objectives for a training program.

SPECIFYING GOALS

Instructional goals or goal statements should:

- Be General In Nature - Instructional goals should be general statements from which two or more specific performance objectives can be derived.

This	Not This
.. Administer emergency first aid	.. Apply a tourniquet
.. Use restraining devices	.. Handcuff a prisoner
.. Use force properly	.. State the Department's policy on deadly force

- Be Expressed As A Trainee Outcome - Goal statements should include a general competency or behavior the trainee will be able to perform upon completion of training.

This	Not This
.. Enforce jail rules and regulations	.. Understand jail rules and regulations
.. Prepare pre-sentence reports	.. Appreciate the need for pre-sentence reports

- Begin With A Present-Tense Verb - The verb should lend itself to observation and measurement.

This	Not This
.. Defend self against assaults	.. Understand the principles of self defense
.. Write incident reports	.. Learn the parts of a report

- Not Include Any Conditions Or Standards - The goal should state only behavior and should not refer to conditions under which it will be performed or criteria for successful completion.

This	Not This
.. Administer first aid	.. Administer emergency first aid according to the American Red Cross First Aid manual, 1980
.. Use force properly	.. Use deadly force in accordance with the Department's Policies and Procedures

WRITING PERFORMANCE OBJECTIVES

Once the trainer has established instructional goals, he/she is ready to develop more specific performance objectives. Performance objectives are the specific behavior(s) expected of a learner after instruction. A performance objective consists of three component parts: behavior, conditions, and standards.

The behavior part of the objective states what the trainee will be able to do at the end of the training.

BEHAVIOR(S)

Behavior(s) should begin with an action oriented verb that is measureable/observable. Examples:

- Write a pre-sentence report
- Conduct a cell search
- Fingerprint a person

(A list of action-oriented verbs are included at the end of this chapter.)

CONDITION(S)

The condition part of the objective identifies under what conditions the trainee will be required to perform the behavior. Conditions include: equipment, supplies, references, time, setting, etc. Specific conditions should be selected to simulate working conditions as closely as possible. Examples:

- Given a set of facts about a convicted person
- In a cell, with or without contraband
- Using the equipment provided

STANDARD(S)

The standards should state the requirements for successful completion of the stated behavior. These requirements can be stated in several terms such as speed, accuracy, percent correct, compliance with references, number of errors, etc. As with conditions, standards should be determined based on the acceptable level of performance on the job. Examples:

- Write a pre-sentence report according to the criteria outlined in the 55th District Court Handout
- Identify any items considered contraband using criteria provided in the Policy and Procedure Manual
- Fingerprint a person and obtain fingerprints which must be classifiable by the Anywhere State Police Crime Laboratory.

Performance objectives can be written in any format, but must contain all three components. One type of format that is commonly used is:

- Given _____(condition)_____
- The trainee will _____(performance)_____
- Performance will be satisfactory if _(standard)_

Examples:

- Given a set of facts about a convicted person, write a presentence report according to the criteria outlined in the 55th District Court Handout.
- In a cell, with or without contraband, conduct a cell search and identify any items considered contraband according to the Policy and Procedures Manual.
- Using the equipment provided, fingerprint a person, and obtain fingerprints which must be classifiable by the Anywhere State Police Crime Laboratory.

PLAN EVALUATION

In summary, the trainer can blueprint the training program by first formulating goals and writing performance objectives for all behaviors the trainees will be able to perform at the completion of training. Relationship of the goals and objectives is from the general to the specific. Performance objectives must have three components: behavior, conditions, and standards.

ACTION-ORIENTED VERBS

ABBREVIATE
ADD
ALTER
ANALYZE
APPLY
APPRAISE
ARRANGE
ASK
ASSEMBLE

BEGIN
BEND
BRING
BRUSH
BUILD

CALCULATE
CALL
CATEGORIZE
CHANGE
CHART
CHECK
CHOOSE
CITE
CLASSIFY
COLLECT
COMBINE
COMPLETE
COMPUTE
CONDUCT
CONNECT
CONSIDER
CONVERT
CORRECT

DECREASE
DEFEND
DEFINE
DERIVE
DESCRIBE
DESIGN
DESIGNATE
DETECT
DIAGRAM
DISCOVER
DISTINGUISH
DISTRIBUTE
DIVIDE
DOCUMENT
DRAW
DUPLICATE

EDIT
ESTIMATE
EVALUATE
EXPAND
EXPLAIN

FINISH
FIX
FOLLOW
FORM
FORMULATE

GATHER
GIVE
GRAPH
GROUP

HANDLE
HOLD

IDENTIFY
ILLUSTRATE
INCREASE
INDICATE
INDUCE
INFORM
INSERT
INTEGRATE
ITEMIZE

LABEL
LEAD
LIST
LIFT
LIMIT
LOCATE
LOOK

MAKE
MAP
MARK
MATCH
MEASURE
MIX

NAME
NUMBER

OPERATE
ORDER
ORGANIZE
OUTLINE

PARAPHRASE
PAT
PLACE
PLAN
POINT
POSITION
PREDICT
PREPARE
PRINT
PROVIDE
PULL
PUSH

QUESTION

READ
RECALL
RECITE
RECONSTRUCT
RECORD
REDUCE
REMOVE
REPLACE
REPORT
RETURN

SEARCH
SELECT
SEND
SERVE
SET
SIGN
SIMPLIFY
SKETCH
SMOOTH
SOLVE
SORT
SPEAK
SPECIFY
START
SUMMARIZE
SUPPORT
SWITCH

TABULATE
TIME
TOUCH
TRACE
TRANSFER
TRIM

UNDERLINE
USE

VERIFY

WEIGH
WRAP
WRITE

WORKSHEET # 1

GOALS AND OBJECTIVES

PROBLEM _____

INSTRUCTIONAL GOAL: _____

_____

_____

_____

PERFORMANCE OBJECTIVES: (PO)

PO 1

Behavior: _____

Conditions: _____

Standards: _____

PO 2

Behavior: _____

Conditions: _____

Standards: _____

PO 3

Behavior: _____

Conditions: _____

Standards: _____

PO 4

Behavior: _____

Conditions: _____

Standards: _____

PO 5

Behavior: _____

Conditions: _____

Standards: _____

Adapted from Planning, Conducting, and Evaluating Workshops by Larry Nolan Davis, published by Learning Concepts., 1974.

WORKSHEET # 2

PERFORMANCE OBJECTIVES

INSTRUCTIONAL GOAL _____

_____

PERFORMANCE OBJECTIVES

PO 1 TYPE OF LEARNING _____

_____

_____

_____

PO 2 TYPE OF LEARNING _____

_____

_____

_____

PO 3 TYPE OF LEARNING _____

_____

_____

_____

PO 4 TYPE OF LEARNING _____

_____

_____

_____

PO 5 TYPE OF LEARNING _____

_____

_____

_____

Adapted from Planning, Conducting, and Evaluating Workshops by Larry Nolan Davis, published by Learning Concepts., 1974.

CHAPTER THREE

DESIGNING THE CURRICULUM

After writing the goals and objectives, the trainer is ready to design the overall training program. The next steps in the developmental process are identifying topic areas, sequencing material, selecting instructional techniques, and selecting audio-visual aides.

IDENTIFYING TOPIC AREAS

Course content is developed by reviewing the performance objectives. Objectives that relate to similar material are grouped together under one topic area. Once all objectives have been included under at least one topic area, the trainer should assess the proposed curriculum. Each topic should:

- Be significant to the success of trainees in performing on the job and contributing to the overall goals of the agency. This significance should be expressed in such a way that the trainees see it as relevant to them.
- Have a focus or continuity that helps the trainee pull facts and ideas together.
- Be feasible and practical based on instructor's capabilities, trainee background, and available resources.
- Have specified objectives. The trainees should be required to demonstrate a behavior that they could not previously perform, or perform effectively. Entry level skills should be identified so that objectives being met prior to training can be eliminated.

The topic areas that meet these standards should be retained to form the basis of the training curriculum. Any topics that fail to meet these standards should be revised or discarded.

Topic areas that are lengthy or complex will need to be further divided prior to writing lesson plans. For example, the topic of searches for correctional officers may be broken into the areas of body searches, cell searches, and area searches. The trainer should develop subject matter outlines for each area of

instruction. These outlines should include the important facts or points to be covered during instruction. Subject matter outlines will be further discussed in Chapter Four - Lesson Plans.

SEQUENCE MATERIAL

Careful consideration should be given to the order in which topics are presented. Of primary concern should be ways to help the trainee learn. There are basic principles of adult learning that apply to sequencing in criminal justice training.

- Maintain Interest - Place a topic that is of high interest to trainees at or near the beginning of instruction. Identify other high interest topics and place them strategically throughout the program, i.e. when teaching criminal investigation, homicide investigation will attract immediate attention if offered in the beginning of the unit.

- General to Specific Content - Present the general idea first and then proceed into the more specific details, i.e. when teaching counseling techniques, the principles of a particular method should be discussed before demonstrating specific approaches to clients.

- Logical Progressions - Some of the topics by their objectives will dictate that one behavior must be learned before another can be achieved. In these instances, topics should be scheduled so that required or must-know competencies can be learned prior to attempting more difficult material, i.e. a trainee must learn to roll the ink before he/she can fingerprint a person.

- Summary Practice - Towards the end of the program, the trainer should sequence some topics that allow the trainee to practice a combination of behaviors or competencies. Practicing a combination of learned behaviors will aide trainees in retention and transferability, i.e. emergency first aid instruction may have an exercise of "mock" injuries for trainees to practice initial patient surveys and a variety of learned techniques.

SELECTING INSTRUCTIONAL TECHNIQUES

A trainer should consider three different factors in selecting instructional techniques for training topics:

- Types of Learning - Cognitive/knowledge, psychomotor/skill, and affective/attitude.
- Principles of Learning - Motivation, practice, feedback, and transferability of learning.
- Constraints - Costs, available time, class size, and instructor capabilities.

The effect of each of the above factors must be taken into consideration before choosing any of the following instructional techniques.

LECTURE METHOD

The traditional lecture is an oral presentation without the use of visual aids or trainee participation. A more common type of lecture is the illustrated lecture utilizing audio-visual aids to reinforce important points throughout the presentation. In either of these forms, the lecture is most appropriate for providing knowledge learning, but it may also be useful in the affective/attitude learning area. It is especially useful if the trainees have no prior knowledge in the particular area. The lecture is not effective in skill learning.

Criminal justice trainers use the lecture format for topics, such as History and Philosophy of Law Enforcement, Fundamentals of Criminal Law, Psychology of Abnormal Behavior, and Legal Rights of Inmates. Most of the objectives in these areas require knowledge learning.

DEMONSTRATION METHOD

The demonstration is used to show a particular skill to the participants. This technique is generally used if trainees have not performed the skill before. To assure that the trainees will be able to perform this skill on their own, they should be allowed to practice the skill after observing the initial demonstration. The demonstration method requires a small class size as the instructor must be able to supervise trainees as they practice. Demonstration techniques are most

effective for psychomotor or skill learning. Examples in criminal justice include: Defensive Tactics, Firearms, Fingerprinting, and Searches.

DISCUSSION METHOD

Discussions may take many forms in the training setting. The most common, small group discussions, are designed to develop problem-solving and communications skills. Small group discussions are generally designed in two ways. The first, a directed group, is given an exercise that usually requires the group to assess and solve a problem. The second, non-directed discussion, is designed in a more open fashion to promote the exchange of opinions and attitudes between trainees.

The discussion method must be carefully selected and planned so that the exercise results in meaningful learning. One problem with groups is that they may be distracted and spend time discussing issues that are unrelated to the topic at hand. The instructor can control the amount of unrelated discussion to some degree by careful selection of group members, limits on the number of trainees per group, setting time limits, and requirements for a product at the end of the exercise period.

The discussion method works best for knowledge and attitude learning. In criminal justice, group discussion is often the method selected for teaching human relations and interpersonal communications.

ROLE PLAYING

Role playing may be a structured or a non-structured experience. A structured experience is when the trainer develops particular roles and gives the participants these roles to act out.

Unstructured role plays do not have pre-determined roles or guidelines for the trainees. The trainer's job is to direct this technique so that trainees act or react as they would if the situation were real. For instance, in teaching the

handling of domestic disputes, non-structured role playing may be used.

Role playing is one of the primary instructional methods that provides opportunities for trainees to practice in a simulated work setting. For example, a new probation officer must learn to interview people to obtain information about a client prior to writing a pre-sentence report. Role playing allows the trainee probation officer to practice various approaches to asking questions without the risks involved in "practice" interviewing in the field. Examples of topics that utilize role playing techniques are: Crisis Intervention, Interviewing, and Counseling Techniques. A sample role play is included at the end of this chapter and is listed as Attachment I.

CASE STUDY

The case study is a description of a situation or set of circumstances that create a problem to be analyzed and solved by the trainees. Cases must appear real to the trainees in their respective work environments.

This methodology is generally used to help the trainee learn good problem-solving and decision-making processes. To the extent that trainees react to a given situation, it may also reflect their behavior based on individual values and attitudes.

The application of case study methodology is often seen in criminal justice topics: Patrol Techniques; Supervision of Inmates; Criminal Investigation; and Working in Groups and Teams. A sample role play is included at the end of this chapter and is listed as Attachment II.

In conclusion, the type of instructional methodology used is dependent on the factors of "learning typology," "principles of learning," and "constraints," such as "costs, available time, class size, and instructor capabilities." The method must fit the subject matter to be learned.

SELECT TRAINING AIDS

After selecting the instructional techniques to be used during training, the trainer must decide what instructional aids will be included in the presentation. Commonly used aids are chalkboard, flipchart, overhead transparencies, films, slide/tapes, and tape recordings.

Instructional aids should be selected based on their potential contribution to the trainee's overall learning process. Aids are especially helpful in presenting material that is not thoroughly or accurately conveyed verbally and in providing opportunities for appropriate trainee practice, feedback, and reinforcement.

Training aids must be relevant to the important points of the material. Otherwise, they are superfluous to instruction and may distract trainees from the desired learning. Each aid has advantages and disadvantages as outlined in the chart that follows.

AUDIO-VISUAL AIDS	ADVANTAGES	DISADVANTAGES
Chalkboard	. inexpensive . does not require preparation . easily changed	. difficult to prepare in advance . difficult to save
Flip Chart (easel with pad of paper)	. may be prepared in advance or not . pages easily saved . pages easily displayed elsewhere . easily moved for better viewing	. paper size limited . can not be erased
Handouts	. may be prepared in advance . provides materials for later reference . instructor does not need time to write out information	. may distract attention from presenter
Overhead Transparencies	. can be prepared by variety of simple, inexpensive methods . particularly useful with large groups . projectors are easily obtained	. require special equipment, facilities and skills for more advanced preparation methods
Slides	. results in colorful, realistic reproductions of original subjects . any 35mm camera is useful . easily revised and up-dated . easily handled, stored, and re-arranged for various uses . can be combined with taped narration for greater effectiveness . may be adapted to group or individual use	. require some skill in photography . require special equipment for close-up photography and copying . can get out of sequence and be projected incorrectly - if slides are handled individually . require a slide projector - not always easily obtainable

AUDIO-VISUAL AIDS	ADVANTAGES	DISADVANTAGES
Filmstrips	. are compact and easily handled . are useful for groups or individual study. Projection rate controlled by instructor or user . are projected with simple lightweight equipment	. are relatively difficult to prepare locally . require film-laboratory service to convert slides to filmstrip form . are in permanent sequence and cannot be rearranged or revised . require a filmstrip projector
Recordings	. easy to prepare with regular tape recorders . has applications in most subject areas . equipment for use is easy to operate . flexible and adaptable as either individual elements of instruction or in correlation with programmed materials	. may have a tendency for over-use, as oral textbook reading
Video-Tape	. permits normally unavailable resources to be presented	. equipment is difficult to get . must fit technical requirements of television

Adapted from a model by Jerrold E. Kemp, Planning and Producing Audio-Visual Materials (New York: Chandler Publishing Company, 1968) pp. 36 - 37.

ROLE PLAY

LESSON-INTERVIEWING FOR PRE-SENTENCE REPORTS

You Are Probation Officer Jones

BACKGROUND

You are a juvenile probation officer in a small mid-west city. Your office is staffed with six probation officers and a chief probation officer who assigns all pre-sentence investigations and caseloads to the staff.

In the past, all pre-sentence investigations have been handled by two probation officers. The chief probation officer has decided to change that policy and have each probation officer handle both pre-sentence reports and supervision of a caseload.

MEETING

At 2:00 you are called into the chief probation officer's office. He/she assigns you a pre-sentence investigation to complete and expects the report on his/her desk in seven days.

He/she hands you a file labeled "John Adamson" and a pre-sentence report format. You indicate that you have never written a PSR before. The chief probation officer tells you to interview the people necessary to obtain the information required in the PSR format he gave you. The report must include the information outlined and must contain a reasonable recommendation for disposition. He/she adds that the judge does not like lengthy reports and he/she wishes you good luck.

CLIENT INFORMATION IN FOLDER

Name - John Adamson
Age - 13
Sex - Male

Court Appearance - February 18, 1980, appeared before Judge Reed on a petition filed by Mr. Adamson (father) stating that John was incorrigible.

Status - John Adamson was adjudicated and ordered held at the detention facility for one week pending a disposition hearing.

ASSIGNMENT

You must review the pre-sentence report format provided and interview your client, John Adamson, to obtain all the information you need from him. Since you only have one week, you will only get this one opportunity to talk to him prior to making your recommendations.

NOTES

- You may use notes.
- You may not use the printed handout.
- You do not know at this time whether John would be assigned to your caseload if you recommend probation.

You Are John Adamson - The Client

BACKGROUND

You are a 13 year old male who has been found incorrigible by the court. The petition was brought by your adoptive father whom you have grown to resent.

You are basically a very friendly, intelligent boy who delights in putting adults "on the spot." It is not uncommon for you to take control of a conversation with an adult by asking questions that are difficult for them to answer. You quickly perceive if someone is threatened by you and continue to intimidate them. However, if they do not act threatened or confused after some discussion, you want to be their friend. You are not sure how to act like a 13 year old boy.

You are in the detention center where the judge sent you for one week. When you return to court, the judge will tell you what the court will "do to you" for being incorrigible.

ASSIGNMENT

You will be interviewed by a probation officer from the court. He/she will ask you questions and then will recommend a disposition to the judge.

You will provide the information listed below only if asked for it. DO NOT volunteer information. Play the part as described in your background. You are an intelligent, questioning boy who catches people off-guard.

INFORMATION TO PROVIDE

Provide information if asked appropriate questions:

A. Father

He doesn't like you. He likes your sister. He adopted you and now he doesn't want you anymore. That's okay, because you don't want to be there anymore either.

B. Mother

She cried when you left. You miss her a little. She's home with your sister.

C. Sister

You played a lot with your sister. You miss her the most. She's only 9 years old. She never did anything wrong.

D. School Performance

You like school. You've been in a lot of schools. Teachers get mad at you and you don't know why. You try to learn and once you tried to build a plane based on the principles of aero-dynamics. You keep being moved from one school to another.

E. Problems At Home

You don't know why you have problems at home. You try to be good, but you're always getting in trouble -- like when you took your father's care engine apart and lost some of the pieces.

F. Disposition

You don't want to go home. You'd rather stay in the detention center with all these people. They don't want you at home and you don't want to be there.

G. Church

You go to church every Sunday. You think you are a Protestant.

H. Friends

You don't have many friends. Only one other boy in the block, Jason, age 14, plays with you.

CASE STUDY

LESSON - BARRICADED GUNMAN

The Barricaded Gunman Incident

You are a Sergeant for the Anywhere City Police Department. You are the shift supervisor on duty at 2:00 a.m. on a Friday night. You have six patrol cars on the road with one man in each unit.

A call comes in that a man is barricaded in his house firing a rifle indiscriminately at passing traffic. Two cars are sent to the scene, and you start to the scene yourself. When you arrive at the scene, you find:

A. Both patrol cars parked in front of the house;

B. One officer behind his car in a squatting position with weapon drawn;

C. The other officer is pinned down on the front lawn by shooting from an upstairs window;

D. The officer on the lawn appears to be shot twice -- in the left shoulder and leg;

E. Traffic is still passing on the street in front of the house;

F. Two of your other four units are dispatched to a breaking and entering in progress and a personal injury accident.

Your department does not have a special team for situations like this. It is up to the shift supervisor to either handle the call or ask for assistance from the State Police. Their team will take approximately 45 minutes to arrive if requested. The only other source of manpower assistance is the Sheriff's Department. You know that tonight they have four cars out patrolling the County.

You must decide your plan of action and outline sequentially all the steps you would take to resolve the situation.

CHAPTER FOUR

LESSON PLANS DEVELOPMENT

At this point, the trainer has all the necessary materials to develop lesson plans for each presentation. The lesson plan is a written guideline for the instructor that tells him/her the objectives to be achieved, the content to cover, and methods to use in teaching the content.

The trainer does not have to use any particular format for lesson plans, however, he/she should include all the information needed to teach a particular lesson. Common components of a lesson plan are:

- Title
- Trainee Population
- Time Allocation
- Performance Objectives
- Evaluation measures
- Classroom Requirements
- Training Aids
- Equipment
- Subject Matter Outline

TITLE

Each lesson should have a title which reflects the topic(s) to be covered as specifically as possible, i.e. Crisis Intervention in Domestic Assaults not Crisis Intervention.

TRAINEE POPULATION

The job titles of trainees should be stated to help the instructor understand the level of the target population for each lesson, i.e. corrections officer, detectives, probation officers. Other pertinent background information about trainees can also be included here.

TIME ALLOCATION

The time listed should be the allocated time for the individual lesson. Prior to listing a time, each lesson should be "practiced" by the trainer to determine the amount of time the lesson, as written, will take. If the allocated time is too short or too long, then the lesson plan should be re-written to achieve the necessary objectives given the time constraints.

PERFORMANCE OBJECTIVES

The performance objectives, written earlier in the developmental process, should be listed for the instructor. He/she will be able to identify "must-know" information and prioritize material accordingly.

MEASUREMENT CRITERIA

The trainer should review the performance objectives to identify appropriate evaluation measures for trainee performance.[1] The trainer must decide whether a written or performance test is most appropriate for measuring the achievement of the objectives. In this section of the lesson plan, the trainer states the type of measurement criteria that will be used at the completion of the lesson. He/she does not write the test in the lesson plan.

CLASSROOM REQUIREMENTS

Classroom requirements should state the type and size of room that is necessary for a particular lesson. It should also outline any special requirements for tables, chairs, or other accomodations necessary for unique types of training, i.e. one room with floor pads large enough to accomodate thirty trainees.

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[1] For information on evaluation measures, see "Criminal Justice Training Assessment and Evaluation" monograph by APT Associates, 1521 New Hampshire Avenue, N.W., Washington, D.C., 20036, 1980.

TRAINING AIDS, EQUIPMENT

The trainer should list the training aids, supplies, and equipment that will be necessary to conduct the lesson. The instructor should check for all items listed in this section prior to starting the presentation. This will avoid interruptions during the presentation to look for needed aids or equipment. Examples of aids or equipment are: flip charts, felt tip markers, chalkboard, overhead projector, transparencies, titles of films, and titles of classroom exercises.

SUBJECT MATTER OUTLINE

The subject matter outline should consist of an introduction, an outline of subject matter content, and a summary. It should be done in an outline format listing only the major ideas or facts to be discussed.

The introductory section is the instructor's first opportunity to work at preparing the trainees for a particular lesson. The instructor should attempt to capture the interest of the class in his/her initial remarks by showing them the importance of the lesson. The trainer should plan material to be used in accomplishing this task and should write it into the introduction. The importance of a trainee being motivated to learn was discussed earlier in the chapter on Principles of Learning. The trainer can contribute to the trainees' readiness through an effective introductory statement. After the instructor has established the value of the lesson, then the performance objectives should be reviewed.

The next sections of the subject matter outline should serve as the instructor's guide to presenting the topic material. A complete lesson plan should include not only the outline of material, but questions the instructor will ask, times for using training aids, examples or stories to tell in reinforcing a point, and notations of materials to be emphasized. All these can be noted in an extra-wide margin of the lesson plan.

The summary of the lesson plan should include the major points as discussed in the material in the same order as presented initially. All lesson plans should include a summary section as this is a crucial time to reinforce material for trainees and to respond to any final questions or comments that may be raised.

Lesson plans are developed to assist the instructor, and this format is not inflexible to individual needs. These components represent a comprehensive method for assuring that necessary materials are available prior to instruction and that the lesson content is that which is desired by the training coordinator. By using such a comprehensive format, the trainer can only further assure that his/her efforts will result in the desired training content for the training audience. A sample of this format follows.

TITLE: Report Writing

TRAINEE POPULATION: Correctional Officer

TIME: Four hours

PERFORMANCE OBJECTIVES:

1. Given a set of facts, the trainee will write an incident report. Performance will be satisfactory if:

   a. the essential factual elements are included;

   b. sentences are complete;

   c. it is in chronological order;

   d. opinions are not projected.

2. Given a number of situations, the trainee will identify those situations where an officer is required to write an incident report. Performance will be satisfactory if situations selected are those consistent with the Department policies and procedures.

MEASUREMENT CRITERIA:

Written test upon completion of unit.

Part I - Given a set of five jail situations in writing, identify the situations which require a report and explain why.

Part II -Given a situation verbally or in writing, which occurs within the jail, write a report demonstrating the English concepts learned, including all the essential factual elements (6) as outlined.

CLASSROOM REQUIREMENTS:

One room with tables and chairs to accommodate trainees.

TRAINING AIDS, SUPPLIES, EQUIPMENT

1. Flip Chart
2. Felt tip markers
3. Overhead projector
4. Policies and Procedures: "Incident Reports"
5. Transparency: "Writing The Incident Report"
6. Handout: Sample Report
7. In-Class Exercise: "The Dining Room Fight"

PRESENTATION OUTLINE

A. Introduction

1. Establish importance of lesson

2. Read objectives

a. Given a set of facts, the trainee will write an incident report.

b. Given a number of situations, the trainee will identify those situations where an officer is required to write an incident report.

B. Definition of "Report"

1. Oral or written account of something

2. Seen, heard, said or done

3. Within the scope of his/her duty

Refer to Policies and Procedures

C. When to Write a Report

1. Reason to believe a crime was committed

2. Crime committed in your presence

3. Rule violation by an inmate

D. Importance of a Good Report

1. Criminal prosecution

2. Inmate discipline

3. Administrative decisions

E. Writing a Report

1. Principles of good report writing

Transparency

a. Accuracy

1) fact v. hearsay, opinions, conclusions
2) correct word choice

b. Brevity

1) selecting relevant and pertinent information
2) "nice to know" information

(Continued)

c. Completeness

1) all facts v. partial facts
2) if some information is missing

d. Fairness

1) report "other" side information
2) avoid bias or prejudicial comments

2. English composition

a. Body of the report - chronological construction
b. Complete sentences
c. Composition of paragraphs
d. Narrative, third person

3. Factual elements to include in incident reports

a. Who
b. What
c. Where
d. When
e. Why
f. How

Handout sample report

F. Use of Reports

1. Procedure for submitting
2. Use in hearing in trial proceedings
3. Inmate/officer files

In-class exercise: "The Dining Room Fight"

G. Summary

1. Definition
2. When to write
3. Importance
4. Writing the report
5. Use of reports

CHAPTER FIVE

BUDGETING

Up to this point, we have discussed types of learning, and how learning can best be facilitated. Now we are going to discuss the training budget. The trainer needs to determine what the program, as planned, will cost and if the agency can afford it. The first step in budgeting is to determine all of the program costs. Common cost categories include:

- Staff
- Consultants
- Participant Time
- Materials
- Audio-Visual Aids
- Facility
- Travel
- Subsistence
- Advertising

In the following section, we will describe how to "cost out" each of the above categories and the chapter concludes with a complete budget worksheet.

STAFF COSTS

The agency has staff costs each time an employee is assigned to work on a training program. These costs are figured by determining the employee's hourly rate (salary plus fringes) and multiplying it by the total number of hours spent on the program. Failure to include this cost results in underestimating the training budget.

Name	Hourly Rate	x	# of Hours	=	Staff Costs
_____	_____	x	_____	=	_____
_____	_____	x	_____	=	_____
_____	_____	x	_____	=	_____
			sub-total		$_____

CONSULTANTS

Consultants are often used to teach in training programs. They usually charge a standard rate per day which may or may not include expenses. If expenses are not included, the trainer must consider travel and per diem costs when calculating the total cost of a consultant.

Name	Consultant Fee	+ Travel	+ Per Diem	= Consultant Costs
_____	_____	+ _____	+ _____	= _____
_____	_____	+ _____	+ _____	= _____
_____	_____	+ _____	+ _____	= _____
			sub-total	$ _____

PARTICIPANT TIME

Employees that are being paid while attending a training program are a training cost to the agency. Additionally, some criminal justice agencies are forced to replace an employee attending training and must pay overtime to the replacement.

Training costs in this category are based on the total salary cost to the agency.

# of Trainees	x Hourly Cost	x # of Hours	= Participant Time
_____	x _____	x _____	= _____
_____	x _____	x _____	= _____
_____	x _____	x _____	= _____
		sub-total	$ _____

# of Replacement Staff	x Overtime Rate	x # of Hours	= Overtime Costs
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
		sub-total	$ _____

MATERIALS COST

Materials include all supplies and equipment that are purchased or rented for the program, for example, the rental of a movie projector could be listed in this section. Services, such as copying charges, should also be listed.

Item	Rental Price Per Unit	or	Purchase Price Per Unit	x	# of Items	=	Materials Cost
_____	_____	or	_____	x	_____	=	_____
_____	_____	or	_____	x	_____	=	_____
_____	_____	or	_____	x	_____	=	_____
					sub-total		$_____

In budgeting decisions regarding training equipment purchase or rental, the key question is "use," but the criminal justice administrator should also be concerned with availability.

AUDIO-VISUAL AIDS

Audio-visual aids will either be produced by the agency or acquired from another source. Production costs should be figured only for the product, as staff time is figured under staff costs.

Aid	Rental Price Per Unit	or	Purchase Price Per Unit	x	# of Units	=	Audio-Visual Aid Cost
_____	_____	or	_____	x	_____	=	_____
_____	_____	or	_____	x	_____	=	_____
_____	_____	or	_____	x	_____	=	_____
					sub-total		$_____

FACILITY

Agencies who do not have access to an in-house facility, or who are hosting other agencies, may contract for a meeting room in another location. Charges incurred can include meeting room rental, hospitality room rental, refreshments, tips, etc.

Item	# of Items	x	Rate	x	# of Days	=	Facility Costs
_____	_____	x	_____	x	_____	=	_____
_____	_____	x	_____	x	_____	=	_____
_____	_____	x	_____	x	_____	=	_____
					sub-total		$_____

TRAVEL

Costs should be estimated for staff and/or participant travel that will be paid by the agency.

Mode	Ticket Cost	or	Rate	x	Distance	=	Travel Costs
_____	_____	or	_____	x	_____	=	_____
_____	_____	or	_____	x	_____	=	_____
_____	_____	or	_____	x	_____	=	_____
					sub-total		$_____

SUBSISTENCE (FOOD AND LODGING COSTS)

Costs for meals and lodging can be figured based on separate room and meal costs or on a per diem rate. Only those costs being paid by the agency should be listed in this category.

Per Diem

# of Persons	x	Rate	x	# of Days	=	Subsistence Costs
_____	x	_____	x	_____	=	_____
_____	x	_____	x	_____	=	_____
_____	x	_____	x	_____	=	_____
				sub-total		$_____

OR

Meals And Lodging Separate

Lodging	+	Meals	=	Daily Cost	x	# of Days	x	# of Persons	=	Subsistence Costs
_____	+	_____	=	_____	x	_____	x	_____	=	_____
_____	+	_____	=	_____	x	_____	x	_____	=	_____
_____	+	_____	=	_____	x	_____	x	_____	=	_____
								sub-total		$_____

ADVERTISING

Advertising costs will include newspaper, radio, television, and any direct mail advertising such as brochures, announcements and letters. Any cost to promote the program should be included.

Item	Cost Per Item	x	# of Items	=	Advertising Costs
_____	_____	x	_____	=	_____
_____	_____	x	_____	=	_____
_____	_____	x	_____	=	_____
			sub-total		$_____

These projected costs should be added for a total program cost.

The next step is to determine the total amount of available funds for the program. Sources of funds may include the agency budget, contributions or fees from other agencies, grants, and tuition fees from participants.

The total cost of the program should be subtracted from the available funds. If the program costs exceed the available funds, then the trainer must reassess all cost items. Less expensive alternatives in the various cost items should be considered. The trainer should make any changes that will minimize the cost and still meet the training objectives.

PROGRAM BUDGET WORKSHEET

TRAINING PROGRAM: DATES:

FUNDS:

Available

1. From Training Agency $ _____
2. From Other Agencies $ _____
3. From Grants $ _____
4. From Tuition Fees $ _____

Total $ _____

COSTS:

Staff

Name	Hourly Rate	x	# of Hours	=	
_____	_____	x	_____	=	$ _____
_____	_____	x	_____	=	$ _____
_____	_____	x	_____	=	$ _____

Sub-Total $ _____

Consultants

Name	Fee	+	Travel	+	Per Diem	=	
_____	_____	+	_____	+	_____	=	$ _____
_____	_____	+	_____	+	_____	=	$ _____
_____	_____	+	_____	+	_____	=	$ _____

Sub-Total $ _____

Participant Time

# of Trainees	x	Hourly Cost	x	# of Hours	=	
_____	x	_____	x	_____	=	$ _____
_____	x	_____	x	_____	=	$ _____
_____	x	_____	x	_____	=	$ _____

Sub-Total $ _____

# of Staff	x	Overtime Rate	x	# of Hours	=	
_____	x	_____	x	_____	=	$ _____
_____	x	_____	x	_____	=	$ _____
_____	x	_____	x	_____	=	$ _____

Sub-Total $ _____

COSTS: (Continued)

Materials

Item	Rental Price Per Unit	or	Purchase Price Per Unit		# of Units	=	
_____	_____	or	_____	x	_____	=	$ _____
_____	_____	or	_____	x	_____	=	$ _____
_____	_____	or	_____	x	_____	=	$ _____

Sub-Total $ _____

Audio-Visual Aids

Aid	Rental Price Per Unit	or	Purchase Price Per Unit	x	# of Units	=	
_____	_____	or	_____	x	_____	=	$_____
_____	_____	or	_____	x	_____	=	$_____
_____	_____	or	_____	x	_____	=	$_____

Sub-Total $ _____

Facility

Item	# of Items	x	Rate	x	# of Days	=	
_____	_____	x	_____	x	_____	=	$ _____
_____	_____	x	_____	x	_____	=	$ _____
_____	_____	x	_____	x	_____	=	$ _____

Sub-Total $ _____

Travel

Mode	Ticket Cost	or	Rate	x	Distance	=	
_____	_____	or	_____	x	_____	=	$ _____
_____	_____	or	_____	x	_____	=	$ _____
_____	_____	or	_____	x	_____	=	$ _____

Sub-Total $ _____

Subsistence (Food and Lodging)

# of Persons	x	Rate	x	# of Days	=	
_____	x	_____	x	_____	=	$ _____
_____	x	_____	x	_____	=	$ _____
_____	x	_____	x	_____	=	$ _____

Sub-Total $ _____

OR

COSTS: (Continued)

Subsistence (continued)

Lodging	+	Meals	=	Daily Cost	x	# of Days	x	# of Persons	=	
_____	+	_____	=	_____	x	_____	x	_____	=	$ _____
_____	+	_____	=	_____	x	_____	x	_____	=	$ _____
_____	+	_____	=	_____	x	_____	x	_____	=	$ _____

Sub-Total $ _____

Advertising

Item	Cost Per Item	x	# of Items	=	
_____	_____	x	_____	=	$ _____
_____	_____	x	_____	=	$ _____
_____	_____	x	_____	=	$ _____

Sub-Total $ _____

Total $ _____

TOTAL AVAILABLE FUNDS $ _____

TOTAL PROGRAM COSTS $ _____

BALANCE $ _____

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